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nean basin, as centers of civilization, as well as the importance of the distribution of population in a country like the United States, can be illustrated most clearly by showing the relief of the country. Another improvement would have been the indication of the pronunciation of the names of the places given in the otherwise very full and helpful index.

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*Principles of Secondary Education: A Textbook.* Vol. II, "Processes of Instruction." By CHARLES DEGARMO. New York: Macmillan, 1908. Pp. 200. Price, \$1.00 net.

Pedagogical literature was slow in appearing in America. The comparatively recent date of the greater part of what we have is often overlooked. The Herbartian school has furnished a number of valuable works among which is DeGarmo's *Essentials of Method* which appeared in 1892 or before. It is significant that the long unbroken secondary education field has at last been entered by this author, who, like Findlay in England, after prominent service in the Herbartian camp, has come to a more independent position, showing in his later work a variety of influences.

The first volume of the present series dealing with the studies was reviewed in the *School Review* for June, 1907. The third volume will deal with "Processes of Training." In some ways questions which were raised when the first volume appeared will have to await the appearance of the final work before one can be sure of the author's position. The "Processes of Instruction" is somewhat less dependent upon the others in the series for interpretation as it is concerned with the more formal aspects of the subject. In executing it the attempt has been made to develop the "scientific basis for high-school methods" and to show the use of "scientific method in high-school instruction."

The author keeps the threefold division of his former work with a change of two of the names, discussing the processes of instruction under apperception, thought and application. The scientific basis is treated under the acquisition of facts (authority, observation, and experiment) and the meeting of the problem of which the end is the explanation of meaning; the forms are the determination of cause, classification, and generalization; and the means, hypothesis and analogy.

Everyone will agree as to the importance of the undertaking, but probably there will be less agreement as to its success. The constant emphasis upon the necessity for insight and efficiency and the relation of culture and discipline to these is helpful. Objections are often raised to the use of the term "laboratory methods" to designate the tendency in question but the movement is one of significance. The school and the laboratory are alike in that in each use is made of a method midway between that of trial and error with full and often overwhelming physical and social consequences, and transcendental theorizing with no responsibility for the outcome. By this method enough of the consequences are involved to afford genuine experience while conditions are sufficiently controlled to provide for freedom enough to permit of clear statement and

interpretation with application to other cases in which less control of conditions is possible.

It is also a contribution to have so many illustrations taken from the field of secondary education to show the use of pedagogical principles which too often are treated as if they belonged to elementary education alone.

But one could wish that the resulting scheme, born of a union of the logic of the schools and that of the laboratory, favored less the first-named parent. As a text in logic it is freed from much of the old verbiage and unnecessary machinery, but the book is yet to be written which will enable the ordinary high-school teacher to carry to his students a vision of scientific method as it is glimpsed in Descartes, made living in Darwin's biography, and organized for advanced students in such a course as Dewey's *Types of Logical Theory*. (A suggestion of the Darwin material is seen in Cramer's *Method of Darwin*. Some lines of development are shown in the field of English in the series of books by Professor Buck and others of Vassar, published by Henry Holt & Co.)

It would seem that space could be spared for at least a brief discussion of the use of scientific method in the study of the problems of secondary education. Reference to such material as Thorndike's chapters in *The Principles of Teaching* and in *Educational Psychology* would be appreciated. Some reference to the studies of special subjects would be useful, even though it emphasized the fact that the one who is training secondary teachers at present must limit his choice for this purpose largely to studies of elementary subjects as the Psychology of Reading, Abilities in Arithmetic, etc. Again it would seem to be in place for a book which lays so much stress on the laboratory phase of all work to contain some discussion of the attempts made in this line. "Individual" and "group" instruction, for instance, have been written about sufficiently to justify one in looking to such a work as this for some guidance in getting at the meaning of what has been undertaken. It is to be hoped that the third volume will furnish at least a brief bibliography of secondary education in which the student will be aided in his study of these and other topics by evaluated references to book and periodical literature.

The discussion of the educational status of the high-school student as compared with that of the man of research has proved very helpful to students in aiding them to get a better view of the high-school problem.

Taken as a whole this volume, while contributing less to the student than did its predecessor, yet brings together within small compass material that teachers need acquaintance with, and it will help to bring us more fully to consciousness as to the needs of training for secondary school teachers.

F. A. MANNY

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*Physiography for High Schools.* By PROFESSOR ROLLIN D. SALISBURY, The University of Chicago. New York: Henry Holt & Co., 1908. Pp. 531, 469 figures and illustrations, 24 plates.

This new text is adapted and intended for first- or second-year high-school pupils. It covers the ground usually covered by its more recent predecessors, some three hundred pages being devoted to land forms, fourteen to